



Sanders-Clyde Elementary School

805 Morrison Drive
Charleston, SC 29403

Grades	PK-8 Elementary School	
Enrollment	605 Students	
Principal	Anthony S. Dixon	843-724-7783
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Below Average	Good
2013	Below Average	Excellent
2012	At-Risk	Below Average
2011	At-Risk	Average
2010	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student SC PASS Records Matched for Purpose of Computing Growth Rating

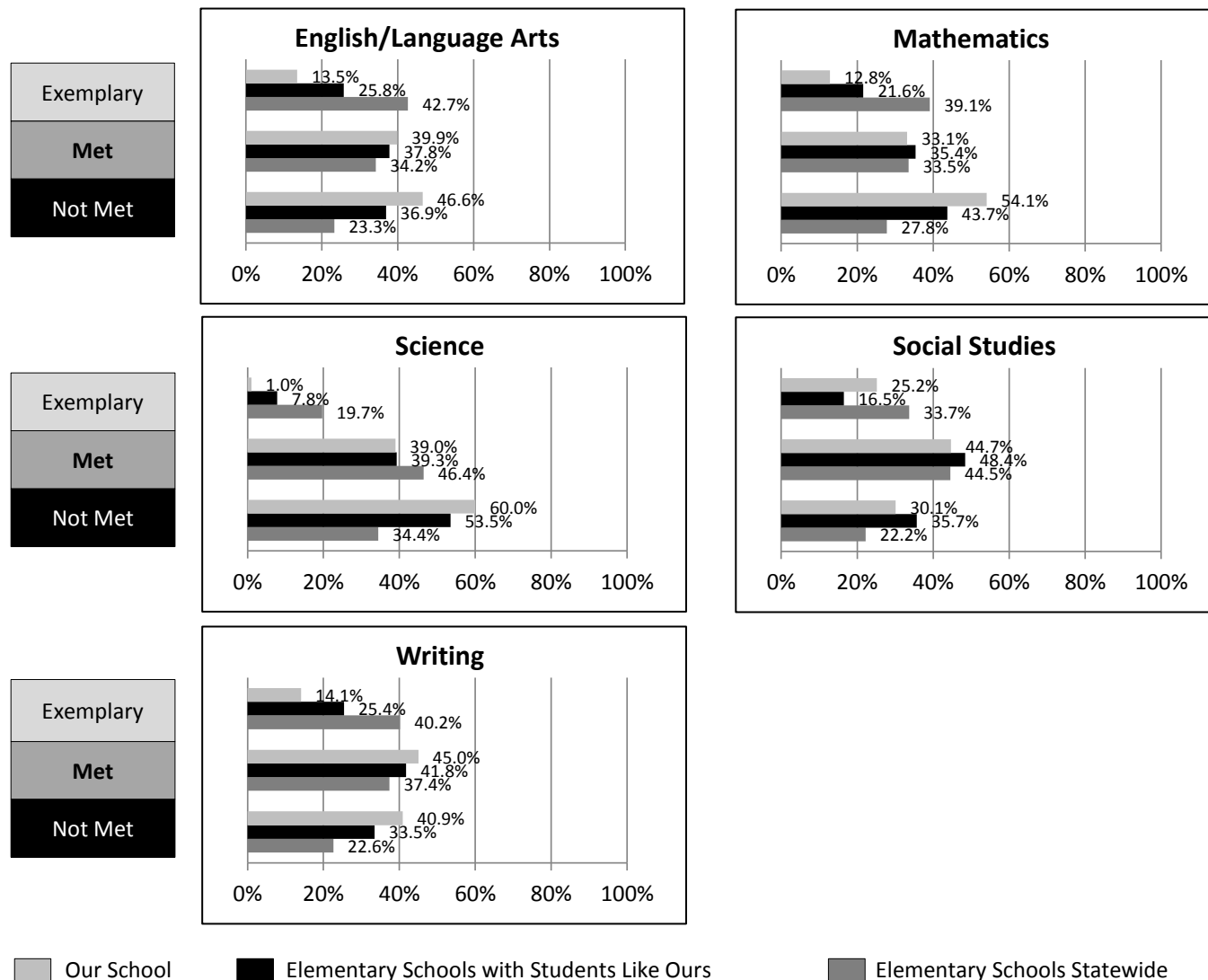
Percent of students tested in 2013-14 whose 2012-13 test scores were located

97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	78	43	15

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC PASS)

* Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n = 605)				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	3.1%	Up from 2.9%	1.5%	1.0%
Attendance Rate	95.6%	Down from 96.1%	96.0%	96.5%
Served by gifted and talented program	4.2%	Up from 1.1%	2.4%	7.3%
With disabilities	11.8%	Up from 9.6%	14.2%	12.5%
Older than usual for grade	5.6%	Up from 4.1%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 1.4%	0.0%	0.0%
Teachers (n = 47)				
Teachers with advanced degrees	51.1%	Down from 59.1%	60.6%	62.3%
Continuing contract teachers	44.7%	Down from 65.9%	73.2%	81.2%
Teachers returning from previous year	67.3%	Down from 80.8%	83.2%	88.4%
Teacher attendance rate	97.6%	Up from 95.5%	95.2%	95.3%
Average teacher salary*	\$47,297	Up 10.0%	\$45,696	\$47,902
Professional development days/teacher	31.5 days	Up from 6.6 days	9.8 days	10.9 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.3 to 1	18.5 to 1	19.9 to 1
Prime instructional time	91.5%	Up from 90.7%	90.4%	90.7%
Opportunities in the arts	Excellent	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	97.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,142	Up 4.0%	\$8,603	\$7,680
Percent of expenditures for instruction**	63.2%	Down from 66.0%	64.1%	66.8%
Percent of expenditures for teacher salaries**	62.8%	Down from 63.0%	63.8%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sanders-Clyde Elementary/Middle School is a Title I school with a total enrollment of 575 students ranging from child development to eighth grade. Our unique school boasts a strong focus on arts integration with a partnership with the highly celebrated artist, Mr. Jonathan Green. This approach to teaching and learning involves using various forms of the arts to teach South Carolina Curriculum Standards.

Our school boasts a dedicated and committed faculty and a safe, nurturing child-centered environment in which to educate all children. We have supportive parents, strong mentor and volunteer programs, and outstanding community support.

We are making progress in raising our academic achievement by using instructional techniques that are best practices, honoring instruction time, involving both students and parents in the learning process, as well as providing staff development that is meaningful in enhancing the school's academic growth. This year, we offered credit courses for the first time in Spanish I and Algebra I. Our goal is to continue to improve the number of students at the Exemplary and Met range in all academic subject areas.

Our greatest challenge has been closing the gap between primary and elementary student achievement. In order to meet these challenges, our teachers have had training in using data to make instructional decisions. We will continue to use school-wide norming data, MAP data, and Quarterly benchmark results, PASS analysis as well as AIMSweb and Dominie screening data to improve classroom instruction. Through our use of data, and focus on instruction, in 2013 we moved our school to absolute ratings of Below Average for the Elementary report card and Average for the Middle school report card. In both areas, we received an Excellent rating in growth; this allowed us to be honored with the Palmetto Gold and Silver award for student performance and closing the achievement gap.

Sanders-Clyde continues a partnership agreement with the Charleston Promise, Neighborhood and the College of Charleston in the area of professional development. Our continued focus will be on decreasing the number of students at the Not Met levels and on increasing student proficiency. We plan to accomplish this through increasing parental involvement, improving student and teacher attendance, and continuing to increase the rigor of instruction.

Anthony S. Dixon, Principal

Octavia Ford, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	42	20
Percent satisfied with learning environment	87.0%	81.0%	70.0%
Percent satisfied with social and physical environment	91.3%	77.5%	75.0%
Percent satisfied with school-home relations	65.2%	76.2%	75.0%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	56.6
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Sanders-Clyde Elementary School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
X	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	5.5	3.2%	
Classes in high poverty schools not taught by highly qualified teachers	10.9	7.3%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.6%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes
			State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials			0.0%

* Or greater than last year

Abbreviations for Missing Data

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	605.0	596.5	588.6	630.8	98.1	100.0	99.1
Male	602.0	600.8	587.2	629.4	98.8	100.0	100.0
Female	608.3	591.9	590.2	632.2	97.5	100.0	98.1
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	604.8	596.3	587.5	630.0	98.1	100.0	99.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	N/A	N/A	N/A	N/A	90.3	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	605.0	596.5	588.6	630.8	98.1	100.0	99.1
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Two Year Elementary and Middle School Grades Trend Data

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	3	75	613.5	100.0	75	590.6	100.0
	4	45	591.7	100.0	45	609.5	100.0
	5	47	603.8	100.0	47	597.5	100.0
	6	58	611.3	100.0	58	609.0	100.0
	7	43	610.2	100.0	43	633.7	100.0
	8	29	609.9	100.0	29	632.3	100.0
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	38	571.5	100.0	37	598.2	100.0
	4	45	578.7	100.0	45	605.2	100.0
	5	24	591.4	100.0	23	591.6	100.0
	6	30	601.3	96.7	27	613.0	100.0
	7	43	608.6	100.0	43	610.9	100.0
	8	13	612.8	100.0	16	611.7	100.0

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	3	48	603.9	98.0	49	590.6	100.0
	4	64	612.8	97.0	66	599.1	100.0
	5	47	595.4	100.0	47	602.8	100.0
	6	46	600.6	95.8	46	593.7	95.8
	7	46	612.2	100.0	46	624.9	100.0
	8	31	609.0	100.0	31	646.3	100.0
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	23	589.3	95.8	25	622.1	100.0
	4	66	590.0	100.0	66	651.5	100.0
	5	25	588.4	100.0	22	584.7	100.0
	6	23	564.7	100.0	23	616.6	100.0
	7	46	615.7	100.0	46	602.9	100.0
	8	15	600.0	100.0	16	610.8	100.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Performance by Group - ESEA/Federal Accountability (District)							4/27/2015	1001076
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Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	649.8	650.2	631.4	653.5	99.8	99.9	99.8	N/A
Male	645.0	651.2	632.0	655.4	99.8	99.9	99.8	N/A
Female	655.0	649.1	630.7	651.6	99.8	99.9	99.9	N/A
White	679.5	684.6	664.1	683.4	99.9	99.9	99.8	N/A
African American	621.0	614.6	597.3	623.9	99.6	99.8	99.8	N/A
Asian/Pacific Islander	679.0	697.7	668.6	682.0	100.0	100.0	100.0	N/A
Hispanic	626.4	631.0	613.1	638.2	100.0	99.9	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0	N/A	N/A
With Disabilities	593.7	588.8	578.8	605.4	98.9	99.5	99.6	N/A
Limited English Proficient	624.2	630.5	610.5	634.9	100.0	99.9	100.0	N/A
Subsidized Meals	623.4	619.8	602.6	626.7	99.7	99.8	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	635.0	642.3	641.9	645.6	99.8	99.9	99.8	N/A
Male	628.2	641.1	640.6	649.3	99.8	99.8	99.8	N/A
Female	642.1	643.5	643.3	641.6	99.9	99.9	99.8	N/A
White	666.5	673.9	675.3	676.1	99.9	99.9	99.8	N/A
African American	602.4	607.9	606.3	612.4	99.8	99.9	99.9	N/A
Asian/Pacific Islander	669.6	695.7	685.8	688.2	100.0	100.0	100.0	N/A
Hispanic	614.7	627.1	622.0	631.9	99.6	99.6	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	571.8	583.6	581.4	593.4	99.4	99.5	99.4	N/A
Limited English Proficient	610.7	628.2	618.9	632.0	99.7	99.7	100.0	N/A
Subsidized Meals	606.1	612.3	610.6	616.4	99.8	99.8	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	234.2	228.4	86.1	77.4	99.0	98.9	100.0	80.4
Male	230.7	229.0	86.0	78.2	98.6	98.4	100.0	74.3
Female	237.6	227.7	86.1	76.5	99.3	99.4	100.0	86.6
White	246.8	243.6	92.4	81.6	99.4	99.4	100.0	88.5
African American	218.9	208.8	77.5	71.7	98.4	98.3	100.0	71.2
Asian/Pacific Islander	243.0	253.4	92.2	85.0	100.0	100.0	100.0	86.2
Hispanic	225.8	221.6	80.7	74.7	100.0	99.4	100.0	74.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	204.5	196.4	71.0	68.4	97.6	96.9	100.0	34.7
Limited English Proficient	215.6	214.6	76.8	71.7	100.0	99.1	100.0	73.3
Subsidized Meals	219.5	210.5	78.0	72.0	98.6	98.5	100.0	70.7
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

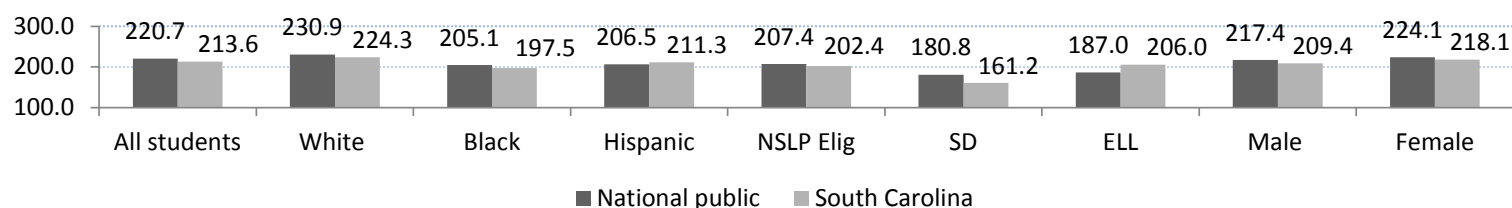
Performance by Group - ESEA/Federal Accountability (State)							4/27/2015	1001076
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Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

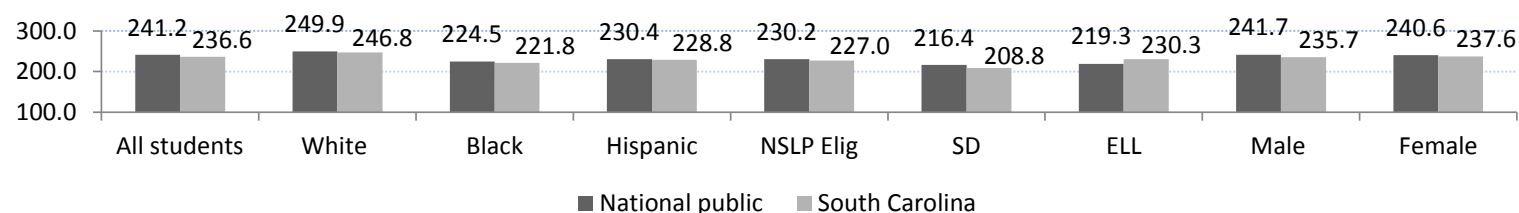
* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

*Performance reported for SC and nation, data not available at school level.

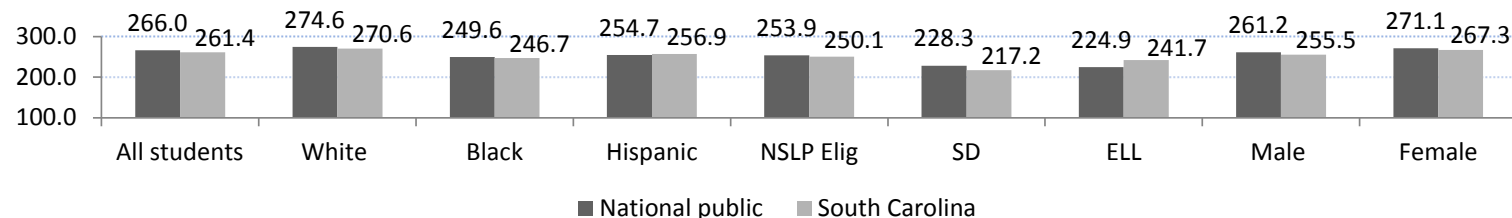
Reading - Grade 4 (2013)



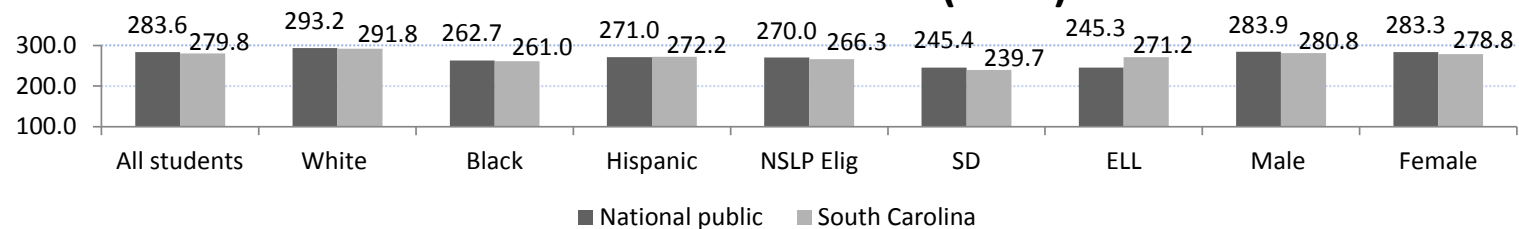
Mathematics - Grade 4 (2013)



Reading - Grade 8 (2013)



Mathematics - Grade 8 (2013)



Key

NSLP National school lunch program

SD Student with disabilities

ELL English language learner

NAEP National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

Our School

Number of recently arrived ELL students exempted from ELA in state assessments

0

Abbreviations for Missing Data

N/A-Not Applicable

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